

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration 2016 MAR 29 PM 12:26 </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

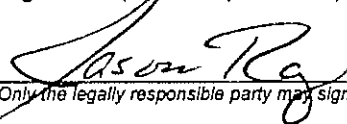
Part 1: Applicant Information

Organization name	County-District #		Amendment #
Clayton YES!	Tarrant		
Vendor ID #	ESC Region #	DUNS #	
75-1485951	11	154713911	
Mailing address	City	State	ZIP Code
1215 Country Club Lane	Fort Worth	TX	76112-2304
Primary Contact			
First name	M.I.	Last name	Title
Jason		Ray	CEO
Telephone #	Email address		FAX #
817-923-9888	jray@claytonyes.org		817-288-0602
Secondary Contact			
First name	M.I.	Last name	Title
Robert		Hamilton	Director of Programs
Telephone #	Email address		FAX #
817-923-9888	rhamilton@claytonyes.org		817-288-0602
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Jason	M.I. Ray	Last name Ray	Title CEO
Telephone # 817-923-9888	Email address jray@claytonyes.org		FAX # 817-288-0602
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

3/23/2016

701-16-102-133

Schedule #1—General Information (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 75-1485951			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approved form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, an amendment is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administrative](#) and [Grant](#) pages to determine when an amendment is required for this grant. Use that guidance to complete Part 3 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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On this date:

By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 75-1485951		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

Schedule #5—Program Executive Summary

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Clayton YES! proposes to provide Texas ACE services to 10 low performing elementary schools within Fort Worth ISD (FWISD). The proposed program will increase the opportunity for academic success for students in schools that have the following characteristics as reflected in the needs assessment:

- High levels of poverty
- Majority ethnic minority
- Exhibit higher than average levels of mobility
- Demonstrate low academic achievement levels across grade levels
- Have extremely high numbers of English Language Learners

By providing well designed, research-based academic assistance and enrichment programs at these schools, Clayton YES! will be working as an active partner with campus and administrative staff to reach district goals of increased student academic performance, improved school day attendance, improved behavior, consistent grade promotion and eventually, successful graduation and transition into college, vocational studies or the workforce.

The 10 schools to be served by the program have a total of 6508 students, 1,150 of these will be served by this program as regular program participants attending programming over 45 days per year. Additionally, 570 parents and guardians will receive services. Students will be selected for participation through consultation with school leadership, especially using the FWISD Early Warning System to identify students most at risk and in need of additional services to succeed. Recruitment will occur in both Spanish and English through individual contacts with priority students and their families by the Site Coordinator and Family Engagement Specialist, with additional program and enrollment information provided to all school families in Open House settings, through websites, and through community stakeholder assistance with information dissemination.

Clayton YES! has an excellent, 40-year track record as a provider of choice for after school programs, both fee-paid and grant-funded, in areas facing challenges similar to those of these campuses. Aligned to the research-based practices detailed in the ACE Prime plan, Clayton YES! program staff create solid relationships with school personnel through use of the Academic Liaison model and regular consultation with teachers and leadership. The Academic Liaison, a school academic leader, provides pre/post-test benchmark scores for students requiring academic improvement, and advises project staff on appropriate placement and provision of tutoring and academic enrichment classes, as well as providing regular updates on school day attendance and behavioral issues, family needs, and coursework grades. Special attention is directed to development of attractive programs which will improve Academic Achievement by supporting school day learning through innovative, hands on activities. These quality innovative after school activities combine academics with activities students love to provide expanded and enhanced learning. Site managers maintain a 1:15 ratio and supervise a team of certified teachers and program specialists to ensure quality programming every day of the school year and in the summer session. Site managers are supported by the Program Director, the Family Engagement Specialist, a social worker provided through a partnership with The Parenting Center, an outside evaluator and Clayton YES! administrative staff who work together to ensure the program staff have everything they need to provide exemplary after school programs.

Clayton YES! is a believer in the value of formative evaluations that provide on-going feedback to allow for re-alignment and improvement in program offerings as community needs change or new needs are identified. Quarterly Grant Management Meetings and Monthly Site Planning Meetings, involving campus and clayton YES! staff members, will include a review of data collected on a daily basis at the centers, as well as input from the FWISD Research and

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation department as the independent evaluator of the program. The results of stakeholder surveys, including students, families, and school personnel, will focus attention for regular improvement of the program. Each site will also have a Student Leadership Team that will meet monthly to assist with planning activities and reviewing student suggestions and ideas for program improvement. Planning and implementation of any program adjustments are the responsibility of the Project Director and Site Coordinator.

Clayton YES! has a clear and defined organizational structure that supports grant and program management. The Director of Programs supervises and supports the 21st CCLC Program Director (PD). The PD supervises and supports 10 Site Coordinators who are based at the campuses and who are responsible for the day-to-day running of high quality programming. Experienced leadership at the corporate level handles accounting, payroll, HR, purchasing, and other details of grant and program management. With numerous funding streams involving federal, state and local funding, Clayton YES! has built a reputation as a strong, well run provider of after school and child care services.

To develop the budget, Clayton YES! leadership reviewed current expenses for our programs of similar size and scope. This included actual expenses for 21st CCLC Cycle 7 centers run by Clayton YES! and centers managed by Clayton YES! for Fort Worth After School in Cycles 7 and 8. Current expenses were reviewed and applied as appropriate to the program designed for Cycle 9. New employment rules from the Department of Labor were taken into account (this affected some staff positions) as was the amount of in-kind support available at the chosen campuses. Upon award, community partnerships will be finalized that will add value at no cost to the grant program. Additionally, technology and equipment from the Cycle 7 grant will continue to be used for Cycle 9, thus saving expense in purchasing equipment. The savings were budgeted for increased family engagement services that were identified as a priority in the needs assessment.

Families at Cycle 9 centers will benefit from a new partnership between Clayton YES! and The Parenting Center that will focus on family engagement. The Parenting Center has a 40 year history of providing effective services and taking the initiative to begin novel programs that will strengthen struggling families and improve children's lives. This partnership will make a whole new range of services and educational opportunities available to Cycle 9 families by placing a full time licensed social worker as a member of the program staff. This social worker will work with families to design a customized series of 6-8 educational offerings built around topics chosen by the parents using the Nurturing Skills curriculum, a research-based program that helps parents strengthen positive parenting skills and learn how to become more engaged in their child's academic success. The social worker will also act as a case manager as needed, helping to respond to complicated needs by connecting families to additional community resources such as individual and family counseling, healthcare, job training and/or resume writing, and legal assistance.

Clayton YES! has answered all statutory requirements and TEA requirements as completely and accurately as possible. With over 40 years of service to our community as the after school provider of choice, Clayton YES! has demonstrated ongoing commitment to the students and families of Tarrant County through a wide variety of programs that serve a diverse and ever-changing community. The recent addition of an experienced Director of Development to the Clayton YES! leadership team will increase our agency's ability to solicit and secure funds to sustain after school programs at these high need schools. Clayton YES! is also committed to expanding partnerships with FWISD and the Crime Control and Prevention District Advisory Board to sustain after school programming in underserved Tarrant County communities.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,072,622	\$32,850	\$1,105,472
Schedule #8	Professional and Contracted Services (6200)	6200	\$531,226	\$23,600	\$554,826
Schedule #9	Supplies and Materials (6300)	6300	\$84,950	\$	\$84,950
Schedule #10	Other Operating Costs (6400)	6400	\$54,236	\$	\$54,236
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,743,034	\$56,450	\$1,799,484
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,743,034	\$56,450	\$1,799,484
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		N/A	N/A	N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,799,484
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$89,974

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 75-1485951		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			
2 Educational aide			
3 Tutor			
Program Management and Administration			
4 Project director (required)	1		\$50,381
5 Site coordinator (required)	10		\$382,356
6 Family engagement specialist (required)	1		\$39,425
7 Secretary/administrative assistant	1		\$32,850
8 Data entry clerk			
9 Grant accountant/bookkeeper			
10 Evaluator/evaluation specialist			
Auxiliary			
11 Counselor			
12 Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			
14 ESC coordinator/manager/supervisor			
15 ESC support staff			
16 ESC other			
17 ESC other			
18 ESC other			
Other Employee Positions			
19 Assistant Site Coordinator/Activity Lead	10		\$220,590
20 Site Specialist – School Year	30		\$242,649
21 Site Specialist - Summer	20		\$28,380
22	Subtotal employee costs:		\$996,631
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			
24 6119 Professional staff extra-duty pay			
25 6121 Support staff extra-duty pay			
26 6140 Employee benefits			\$108,841
27 61XX Tuition remission (IHEs only)			
28	Subtotal substitute, extra-duty, benefits costs		\$108,841
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,105,472

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 75-1485951		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contract Tutoring – School Year (academic tutoring and enrichment by certified teachers 5 days/week, 3 hours per day)	\$255,300
2	Contract Tutoring – Summer (academic tutoring and enrichment by certified teachers)	\$27,600
3	Contract Janitorial/Security (5 hours per week)	\$64,500
4	External Evaluation @ \$2000 per site	\$20,000
5	Quality Assurance & Training (ongoing program assessment, customized training)	\$27,000
6	Community-based Partial Provider (enrichment activities)	\$45,500
7	Contract for single audit (required per grant)	\$3,600
8	Academic Liaison (1 at each program site to identify high-need students, ensure school day/after school TEKS reinforcement)	\$56,350
9	The Parenting Center (1 licensed social worker for parent classes, family engagement, case management)	\$54,976
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$554,826
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$554,826

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 75-1485951		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$84,950
Grand total:		\$84,950

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 75-1485951		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$54,236
Grand total:		\$54,236

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 75-1485951			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1110	
Category	Number	Percentage	Category	Percentage
African American	414	46%	Attendance rate	94.77%
Hispanic	405	45%	Annual dropout rate (Gr 9-12)	DNA
White	45	5%	Students taking the ACT and/or SAT	DNA
Asian	36	4%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	800	83%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	328	36.4%	Students classified as "at risk" per Texas Education Code §29.081(d)	100%
Disciplinary placements	DNA	DNA		

Comments

Information in Parts 1 and 2 represents the average of all 10 campuses included in this grant application where applicable. All 10 campuses have very high levels of students identified as economically disadvantaged (69.6% – 93.5%) and all but one serve a significant number of English language learners (21.4% - 58.8%). All but one campus has an attendance rate below the state average. Eight of the campuses have mobility rates above the state average of 16.9% (20.3% - 36.4%).

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	142	37%	No degree	1	>1%
Hispanic	77	20%	Bachelor's degree	290	76%
White	156	41%	Master's degree	89	24%
Asian	7	2%	Doctorate	2	>1%
1-5 years exp.	112	29.4%	Avg. salary, 1-5 years exp.	\$50,061	N/A
6-10 years exp.	81	20.3%	Avg. salary, 6-10 years exp.	\$53,069	N/A
11-20 years exp.	87	23.6%	Avg. salary, 11-20 years exp.	\$55,417	N/A
Over 20 years exp.	49	12.9%	Avg. salary, over 20 years exp.	\$67,808	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		105	225	240	225	165	150								1110
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		105	225	240	225	165	150								1110

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Schedule #13—Needs Assessment

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! staff conducted a comprehensive needs assessment that included: community data, campus-level academic achievement and demographic data, consultation with campus administration and faculty, review of campus improvement plans, community consultation, and consultation with district administration and Fort Worth After School (FWAS). FWAS is the umbrella department which coordinates after school programming for FWISD campuses. The 10 elementary schools included in this proposal were selected as a result of this assessment. At each of the campuses selected, there is no other available free after school programming that can meet the identified needs of the students and working parents. Identified barriers included: inconvenient locations of after school providers, lack of affordability of fees for the population to be served, and lack of availability of transportation from the school to the service and back home. Provision of increased academic and cultural enrichment activities outside the school day continues to be identified as a major need by teachers, students, parents and community members. The FW Police Department has also identified the need for safe and consistent afterschool activities in Fort Worth's underserved areas to prevent juvenile crime.

As shown in the chart below, the 10 campuses chosen for this application greatly exceed state averages in the demographic categories that research indicates have significant impact on student achievement and eventual graduation rates. Extremely high levels of economically disadvantaged families at these campuses (69.6-93.5%) indicate that the majority of students on these campuses do not have opportunities for enrichment activities that give context and real-world correlation to learning. All but one campus has extremely high numbers of English Language Learners (21.4-58.8%), and several specialized needs have been identified for this population including services/communications in their home language, culturally appropriate parenting education, connection to community resources and extra academic time outside the school day to allow students to reach, or remain on, grade level.

Comparison Campus Average to Statewide	STAAR 2014/15 - % satisfactory or above				Demographics		
	Reading	Writing	Science	All Subjects	% Econ. Disadv.	% ELL	% At Risk
Campus Average	63%	53%	51%	59%	83.0%	36.4%	73.0%
State Average	77%	74%	72%	77%	58.8%	18.2%	51.2%
Difference (GAP)	-14%	-21%	-21%	-18%	24.2%	18.2%	21.8%

While several of the schools have made progress in closing the achievement gap, high mobility rates of up to 36.4% among economically disadvantaged families have a negative impact on the school's ability to maintain these gains. Free, high quality after school programming gives economically disadvantaged families access to reliable after school care for their children, which allows them to maintain employment and decrease family mobility across attendance zones. Program activities that give students an opportunity to be successful and gain new skills provide incentives for student attendance and participation both during the school day and after school, and provide experiences that enhance understanding of new concepts and ideas for academic achievement in the classroom.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	1) Focused tutoring aligned to each student's need by reviewing benchmark and class assessments 2) Enrichment programs that connect academics to the real world 3) Homework assistance to reinforce learning and increase fluency in all subjects 4) Increase access to technology and library resources facilitated by trained personnel 5) Provide opportunities for relationship building between teachers, students, parents and the community through academic enrichment activities
2.	Improve Student Attendance	1) AL, FES and site staff will develop relationships with students, parents, and teachers to encourage regular attendance 2) Provide continuity of programming 3) Provide enrichment that is attractive and exciting to students 4) Provide ongoing feedback to families and students on achievement and skill acquisition, including parent programs 5) Provide service opportunities that connect the school to the community and create a positive perception of the campus and students
3.	Improve Behavior	1) Review behavioral issues with school staff to align interventions 2) Provide interesting, safe, adult supervised alternatives for outside school hour activities 3) Offer parents opportunities to learn about child development and positive discipline to align school and home behavior interventions 4) Maintain relationships with community leaders, local CBOs and law enforcement to ensure awareness of neighborhood/school dynamics and design programming to address concerns and opportunities
4.	Improve Promotion	1) Provide parent programs related to importance of education for long-term success 2) Provide family enrichment activities in the home language 3) Provide opportunities for community agencies to connect with students and families 4) Maintain weekly knowledge of core class grades and achievement 5) Offer enrichment activities that connect school day learning to current events, career choices, and other student interests
5.	Improve Graduation Rates	1) Provide college and career programs for students and families to tie current achievement to future success 2) Employ college students from the community as staff and volunteers 3) Encourage technology skill development through college and career exploration and research 4) Align academics and enrichment programs to encourage higher level thinking skills 5) Strengthen relationships with local vocational colleges, universities, and agencies such as Workforce Solutions to expose students and parents to a wide variety of education and career opportunities and the resources available for financial assistance

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Schedule #14—Management Plan

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in education or related field, masters preferred; 2-5 yrs experience supervising 20+staff members;3 yrs experience working in youth development,specifically with at-risk youth;Experience managing public-funded programs preferred;Ability to partner with a variety of stakeholders; Ability to work a flexible schedule; Licensed driver with car.
2.	Site Coordinator(s)	High school diploma required,advanced training in youth development required, bachelor's degree preferred;2-5 yrs experience supervising 5+; 3 yrs experience working with at-risk youth;Experience managing after school programs preferred;Bilingual, English-Spanish; Ability to partner with a variety of stakeholders; Ability to work 40 hours per week, with flexibility during the school day, after school, and evenings as required.
3.	Family Engagement Specialist	High school diploma required, advanced training in family/youth programs required, bachelor's degree preferred; 2-5 yrs experience in a supervisory position; 3 yrs experience working with at-risk, diverse inner city families; Bi-lingual Spanish/English; Ability to partner with a wide variety of stakeholders to ensure family participation in all phases of project, including adult literacy programs; Licensed driver with car.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academic Growth of participants (participants will...)	1 maintain or achieve higher grades	10/3/16	6/2/17
		2 achieve higher literacy and math scores than prior year	5/2/17	7/31/17
		3 demonstrate higher grade-level completion rates	5/15/17	6/2/17
		4 score higher than non-participating peer group	5/2/17	7/31/17
		5 Campus improves district/state standards/distinctions	5/2/17	7/31/17
2.	Improved Student Attendance and Behavior	1 Student, school and parent surveys conducted	12/5/16	5/19/17
		2 decreased behavioral referrals for participants	5/1/17	5/27/17
		3 increased school-day attendance by participants	5/1/17	5/27/17
		4 Program daily average attendance remains consistent throughout school year	8/22/16	6/2/17
		5 Student social-emotional skills tested twice per year	12/5/16	5/19/17
3.	Enriching multi-disciplinary programming	1 Research based curriculum identified/implemented	8/1/16	9/30/16
		2 Variety of partial providers identified and scheduled	8/1/16	4/29/17
		3 Meet with host school to determine high need subjects	8/1/16	6/2/17
		4 Mgmt. regularly reviews lesson plans and schedules	8/15/16	6/2/17
		5 Local community is engaged to donate resources	8/1/16	6/2/17
4.	Professional Development of Program Staff	1 Staff involvement in school and community events	8/1/16	7/31/17
		2 Program Quality Assessments conducted quarterly and reviewed with site team	10/3/16	4/29/17
		3 AL works with staff to target student performance	9/6/16	5/26/17
		4 Quarterly in-house training in class mgmt.skills	8/1/16	6/3/17
		5 Orientation,training and modeling process	8/1/16	9/30/16
5.	Family Outreach	1 Fall Family Event, celebrating colleges and careers	11/7/16	11/18/16
		2 Winter Family Event, cultural awareness (World Fair)	2/6/17	2/24/17
		3 Spring Family Event, celebrating student performance	5/1/17	5/26/17
		4 Home visits conducted with approx. 10% of families	1/9/17	5/26/17
		5 Parents volunteer for reading, campus supervision, and special events	9/6/16	5/26/17

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! staff reviews progress towards participation goals and TEA milestones monthly and adjusts program offerings as needed. Current evaluation methods provide for examination of data throughout the year to determine the effectiveness of project strategies and to provide for continuous improvement of the program. Feedback reports include results of formative and summative evaluation activities. Reports are reviewed monthly at Clayton YES! staff meetings to identify need for potential program adjustments. Independent evaluators work with program staff to: 1) provide monthly summaries of attendance patterns; 2) conduct periodic visits at program sites to observe activities and interview staff and students; 3) administer surveys; and 4) examine mid-year data for program status. If program adjustments are necessary, any changes are discussed and planned with input from campus staff at monthly campus grant meetings. Programmatic adjustments are then communicated to the appropriate stakeholders through flyers, website notices, newsletters, and via staff at parent pick up times.

Additionally, surveys and individual consultation with students, school staff, families, parents and other stakeholder groups allow Clayton YES! to stay abreast of effects of the strategies and activities, and ensures that staff respond appropriately to make needed changes.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! currently provides full fee, sliding scale fee, and free programs at 74 schools in the Tarrant County area. Many of the families at the 10 campuses in this project application cannot afford to pay for after school services, so Clayton YES! is committed to seeking funding, along with FWISD and Ft Worth After School, to continue at least partially subsidized services at the school after grant funding ends. Clayton YES! works closely with the local community and a variety of funding partners to ensure that programming is available that meets the needs of stakeholders.

Established partnerships with local foundations and support groups such as Junior League, Chambers of Commerce and Rotary Clubs will be kept aware of services provided, volunteer opportunities and the value of the programs at the school through regular communications. Existing and potential partners will be encouraged to visit schools and see the programs in action. Community stakeholder information plans are key to creating investment in the value and long-term success of the program, and as a non-profit organization with strong community support, Clayton YES! is very cognizant of the need for continuing communication efforts. The Clayton YES! Board of Directors, a representative body of community members from across Tarrant County, is committed to acting as the initial core advisory council and working to recruit a strong, diverse council that is invested in meeting identified community needs.

Recognizing the high levels of poverty in the school communities in this grant, outside funding will continue to be necessary to provide the level of services that can result in long-term academic achievement gains for these students, and planning for the future will be a part of the overall operational plans for the centers. To this end, Clayton YES! has recently hired an experienced, full-time Director of Development with the goal of increasing the visibility of Clayton YES! programs to potential funders and expanding fundraising efforts from foundations, corporate partners and the community. This position is supported through non-grant funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre-Post Tutoring Assessment; Sem1-Sem2 Passing Rate Comparison; STAAR passing	1.	Score increase from pre to post on benchmark or other assessment
		2.	Increase in core course passing rates from semester 1 to semester 2
		3.	Increase in # and % of students meeting STAAR standards by grade level
2.	Sem1-Sem2 attendance comparison	1.	Improved school attendance from sem 1 to sem 2
		2.	
		3.	
3.	Sem1-Sem 2 discipline referral comparison	1.	Decrease in discipline referrals from sem 1 to sem 2
		2.	
		3.	
4.	Descriptive count of # and % of students promoted and comparison to prior year	1.	Increase the number of students promoted at the end of the school year
		2.	
		3.	
5.	Descriptive count of credits earned and students on track for on-time graduation	1.	Increase the number of students earning course credit and on track
		2.	Increase in campus graduation rate compared to prior year
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses involved in the project will adhere to the required entry of data into the TX21st data collection system. Data captured in the TX21st system include program enrollment and attendance, pre-post tutoring assessment data, core course grades, count of enrolled courses, count of passed classes, discipline referrals (criminal and non-criminal), and promotion data. To ensure that academic data (grades, school attendance, and discipline) are entered accurately, student data are exported from TX21st and matched to district data files. Student updates are uploaded to TX21st at the end of each semester. In addition to the required data, the evaluation includes feedback from all stakeholders (principal, classroom teachers, program staff, students, and parents). The program manager conducts site observations to ensure that programs are adhering to planned activities and implementation fidelity. Utilizing the Texas ACE Independent Evaluation Guide, each campus completes a logic model for their program during a training session with the evaluator. Two mid-year sessions are held by the evaluator to review implementation practices and school alignment (Interim Report I) and Outputs: Activities and participation (Interim Report II). During these sessions, the focus is identifying successes as well as any issues and creating action steps to improve, refine, and strengthen the program. During the Interim Report II session, academic data are also shared with site supervisors to allow program staff to focus on those academic areas where students are showing progress (school attendance, core course grades).

All participation and academic data included in the evaluation report are exported directly from the TX21st and used for all analyses. Surveys are conducted in the spring. Once analyses are conducted, the evaluator meets with site supervisors, academic liaisons, or program managers to discuss results, clarify any areas of concern, and gather additional feedback that may provide context for the outcomes. Reports are prepared following the recommended table of contents outlined in the Texas ACE Independent Evaluation Guide and each campus receives a report on their program. Reports are sent to the Clayton YES! program director and disseminated to appropriate stakeholders, including community partners, funding entities, and district leadership. At the beginning of the school year, a session is held with all site supervisors and other program staff to review the reports during program planning and training. Clayton YES! operates all programs with a continuous improvement mindset and regularly uses data to ensure student success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! activities will include elements of all Texas ACE 4 components each semester to supplement and enrich school day learning. Basic after school schedule will include 3 class rotation periods of 45 minutes each daily Monday-Friday, plus times for snack and transportation. Summer programs will include 4 rotation periods of 45 minutes daily Monday-Friday, plus times for lunch/snack and transportation. Activities are planned in cooperation with the Academic Liaison and families at the school to conform to the specific needs of the population to be served. Each day all locations offer **Academic Assistance** tutoring led by certified teachers, homework assistance, and **Enrichment Classes** intentionally tied to the specific academic needs of the students. Enrichment activities are designed to appeal to students, with topics that encourage regular attendance and student interest, such as Word Wizards, Math Magicians, and Brain Busters. Enrichment activities are designed to ensure relevance and support educational areas. Activities such as newspaper, digital photography, and story-telling sessions allow students to practice skills while publishing newsletters about the school and program activities to keep families, school staff, and community informed. Classes also utilize the SPARK **Health and Fitness** curriculum both indoors and out to ensure that students are active and ready to learn. **Family and Parental Support Services** welcome caregivers to the school through parent events that exhibit student learning and activities, family literacy activities and classes to increase parental understanding of child development, develop behavior management skills and increase involvement in their student's education. **College and Workforce Readiness** is pursued through activities such as career days, service learning trips to area businesses, college campus visits, and providing college student role models and mentors from the local campuses. In addition, dedicated classes for college and career exploration will be offered.

Transportation will be provided by Fort Worth ISD school buses, family transportation, and walking. School personnel assist with determining how much bus transportation is needed, and families complete registration forms that confirm the type of transportation each student will use to go home after the program. In case of dangerous weather that prohibits students from walking, parents are contacted to make alternative arrangements. All families are required to sign out students when they are picked up at the school, and if transportation is different from the standard for the student (such as walking instead of parent pick-up), advance parental permission is required.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! will work with the school to disseminate printed information to campus families on program availability, and will make individual contact with priority students/families for participation. This contact will include written invitations to families for participation and follow-up telephone calls when needed. Clayton YES! will attend beginning of school year open house events and provide information on the program, and have bi-lingual staff talk individually with families as appropriate. Informational materials will be provided in the home language of the student whenever possible, with all materials available in English and Spanish. Clayton YES! bilingual English/Spanish staff will be on hand to assist with registration in communities with a high percentage of Spanish-speaking families, and will work with the school district and community partners to arrange for translators to assist with other languages when needed.

The Clayton YES! website www.claytonyes.org will post information on the centers, and the FWISD-FWAS website will also provide program information at <http://www.fwisd.org/fwias> and on the school district/Clayton YES! Afterschool Facebook page. Clayton YES! routinely sends out press releases on special programs and activities at the center, and invites community partners to visit the center and become a part of the activities. Community partners are an important part of Clayton YES! Programming and staff will ensure that local partners are aware of the program and can share Clayton YES! contact information with prospective families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities are aligned to best practices for after school programming, and each individual program session for both students and families is designed to improve academic achievement. Research confirms that students who participate in quality after school programming show academic improvement, better attendance, and more interest in school. (Evers, 2014; Naftzger, et al, 2014) It is not just tutoring or an extension of school day classes that appears to be responsible for the gains shown by this and other studies, but the idea that students are receiving a wide range of expanded experiences, with caring and well-trained leaders, in a small-group environment that supports exploration of new ideas. In a high quality after school program, students are able to learn about topics in a setting that encourages exploration and that delivers information through innovative, hands on activities. For instance, in Clayton YES! programs a student who is having difficulty with writing would receive tutoring assistance that is aligned to specific deficits in understanding shown by benchmark tests, but could also be placed in a drama session to assist with understanding story construction, an arts and crafts class to tell stories graphically, or a newspaper class to demonstrate "real-life" elements of sharing written information. Students experiencing difficulties in science would receive tutoring on specific science topics to keep up with their class, but could also participate in physics experiments to explore properties of motion, Investigation Station experiments to encourage creative problem-solving, or Mad Scientist experiments that make science exciting. Math can be incorporated into many different activities, from Cooking Classes that use measuring and increasing proportions of recipes to teach fractions, to table games such as dominoes that encourage recognizing sets. With the assistance of the Site Director and Academic Liaison, instructors create detailed lesson plans that describe specific activities and their intentional relationship to academic achievement. Site coordinators and Project Director monitor class sessions for alignment to plans, and ensure that students are receiving individualized attention and appropriate opportunities for exploring concepts that will assist with their areas of need for academic advancement.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With 40 years of experience offering high quality after school programs in Tarrant County, Clayton YES! has an extensive list of partners and agencies who support our work. For the 21st CCLC Cycle 9 program, Clayton YES! will leverage the following resources to ensure the most efficient use of grant funds:

- FWISD - Campus leadership time for center support, program space & utilities (\$320,000/year)
- Federal TDA funding – TDA snacks and student meals through partner TDA grantees (approx. \$250,000/year)
- Community partners - Services provided by Clayton agency partners, including Tarrant Literacy Council, Catholic Social Services, Alliance for Children, Girl and Boy Scouts, etc. (\$50,000-\$70,000/year)
- Private Foundations/Clayton Fundraising - Clayton management expense not covered by administration charges to the program (approx. \$80,000/year)
- Corporate and local business partners – In-kind donations from corporate and business partners allow Clayton staff to provide students with high quality program materials and art supplies that would otherwise be unavailable due to cost limitations.
- Community service providers – Clayton partners with foundations and local service organizations to enrich after school programs by inviting special guest speakers (veterans, public servants), utilizing specialized curriculums (junior achievement, financial education), and developing service projects designed to link school day learning to life in the local community (historical research, community gardens).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

21st CCLC programs at Clayton have been developed with an emphasis on research-based activities and curriculum intentionally designed to engage students and families in learning. Activities are aligned to best practices for assisting students with improving academic achievement, following the research-based activity and planning recommendations in the ACE PRIME Blueprint, and relying on research related to specific programs. Clayton YES! staff have served as trainers and certifiers for quality after school programming, and ensure that best practices are followed in planning and implementing programs at all centers. All site coordinators work with supervisory staff, academic liaisons at the school, students and parents to construct activities that will be attractive to students, meet the goals and objectives of the program, and align to best practices. Clayton YES! staff input data from activities on a daily basis, and compare attendance and participation data with achievement data from individual students, and the school overall. Activities are adjusted based on needs as defined by the school and the Clayton YES! evaluation.

Using the ACE Prime Blueprint, all activities will be aligned to the specific performance measures detailed by TEA, and the needs and the objectives of the program. Quality standards have been established that provide for ongoing program monitoring and adjustment to ensure that academic enrichment opportunities are meeting performance measures as shown by:

- Formal observations are conducted by project management staff on a monthly basis for all activities. Based on these observations, activity leaders are counseled and mentored on appropriate program delivery, and when needed, staff adjustments are made.
- Student, family, and school evaluation surveys are conducted each semester to determine stakeholder satisfaction with project activities, and these surveys are used for planning adjustments for the next cycle of activities;
- Regular data review of benchmark tests as pre- and post- evaluations of tutoring and academic achievement results provide feedback on improvement based on participation in tutoring and academic enrichment, and provide data for adjusting programming and staffing to ensure that students are receiving high-quality services.
- Program attendance data will be reviewed on a weekly basis to ensure that students are participating regularly. If patterns are seen with attendance in specific activities, students and families will be contacted regarding reasons for absences, and additional staff observations will assist with ensuring that activities are conducted in a manner that is attractive to students and aligned to the lesson plans submitted.

Clayton YES! actively seeks out activities, curricula, and assessments that are supported by evidence-based research and that support the measures of effectiveness detailed in the ACE Blueprint and the authorizing statute. Key resources used to design and inform programming include:

KidzLit (Center for the Collaborative Classroom)

Mindworks Resources (interactive, hands-on curricula)

Cincy Afterschool (Ohio Dept. of Ed.)

KIDS Afterschool (Boston Children's Museum – Beyond the Chalkboard)

Science Explorers (Exploratorium)

SPARK PE (fitness/anti-obesity program)

CATCH (fitness program)

40 Developmental Assets Framework

Youth Program Quality Assessment (Weikert Center)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Clayton YES!, a nonprofit community based organization, will be the fiscal agent of this grant and is responsible for the management and implementation of the project at each campus. While not applying jointly, Clayton YES! and Fort Worth ISD (FWISD) have a long history of partnering to provide after school programs at high need FWISD elementary and middle schools. The details vary at each school dependent upon need and resources available, but FWISD often assists with the following when an after school program is offered on one of their campuses:

- Facilities, including office space for Site Coordinators and access to various classrooms, labs and gyms for program activities
- Fee-based assistance with transportation, janitorial services, and security
- Provision of data and project evaluation (contract)
- TX Dept. of Agriculture snacks for the students
- Assistance with outreach to parents and community resources

Clayton YES! site-based and administrative staff work with the Principal at each campus to determine the best use of campus and Clayton YES! resources in creating an attractive and effective after school program. FWISD and Fort Worth After School are active partners in the planning, development and evaluation of the after school programs offered under 21st CCLC funding and other funding streams.

Clayton YES! also has established relationships with many local businesses, community organizations and nonprofits who work with us to offer high quality after school programs. Examples of long time partners include the Girl and Boy Scouts, the Fort Worth Police Department, North Texas Food Bank, Tarrant County Literacy Council, and the Boys and Girls Club. Clayton YES! continues to develop new partnerships in response to identified needs in the communities we serve. For example, after school programs have recently benefitted from a new partnership with the Joe Foss Institute, an organization that brings veterans into the schools to engage students in civics, patriotism and American History related activities. Positive responses from students and school personnel have led us to expand this partnership into more after school sites.

A new partner for this application is The Parenting Center. After reviewing feedback about family engagement activities, Clayton YES! approached The Parenting Center to assist in developing a more robust and responsive family engagement program. With 40 years of experience in the community, The Parenting Center is a highly respected leader in the field of parenting education and skills based training. They serve 14,000 to 18,000 clients each year, from all income levels and social groups, across Tarrant County and the surrounding area. Our partnership will include a full time, bi-lingual licensed social worker who will work with the 21st CCLC family engagement specialist to design a parent engagement program targeted to the interests of parents at each campus using the Nurturing Skills curricula. Grounded in research, this program will focus on transformational, strengths-based family engagement with the goal of engaging parents in their child's elementary education and equipping them with the skills to stay involved as their child moves towards graduation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! staff conducted a comprehensive needs assessment based on: community data, campus-level academic achievement data, consultation with each individual campus administration and faculty, review of campus improvement plans, community consultation, and consultation with Fort Worth After School (FWAS). With a 40 year history of providing out of school time programming in the Tarrant County area, Clayton YES! has extensive partnership relationships with other nonprofits, community groups, local and regional government, and multiple school districts that will aid in designing and providing a program that meets the needs of each campus community.

Activities offered in the after school program will be developed with specific campus and student needs in mind. By working with the campus staff to identify students most in need of academic assistance, Clayton YES! staff will be able to design customized academic enrichment activities that support student success. Through use of evidence-based curriculums, credentialed teachers, community partners, volunteers, and specialty providers such as Mad Science (hands on science experiments), the program will reinforce school day lessons through targeted activities that encourage students to make connections between academics and real life. Social and emotional development through service learning and team building activities as well as curriculum tied to the 40 Developmental Assets framework.

Examples of the extensive resources available to Clayton YES! after school programs include:

- Research-based curriculums (Mindworks Resources; Science Explorers; SPARK; KidzLit)
- Credentialed teachers available for tutoring and enrichment activities
- Fine Arts activities through partnership with organizations such as Theatre Arlington and individual teaching artists
- Connections with local universities and vocational schools
- Mentoring partnerships with local community organizations
- Girl and Boy Scouts
- Veteran's groups for civics and history programming (Joe Foss Institute)
- Computer labs (tech skills; career exploration)
- Health and recreation programs (ie: YMCA obesity prevention program, Youth Wellness Coaches)

The high percentages of economically disadvantaged families (69.6-93.5%) and English Language Learners (up to 58.8%) in this application has led Clayton YES! to develop a new partnership with The Parenting Center, a nonprofit dedicated to empowering families with the necessary knowledge and skills that can lead to developing and maintaining healthy lives. To ensure relevance to our families, The Parenting Center will work with the 21st CCLC Family Engagement Specialist to organize focus groups where parents at each school identify topics that interest them in The Nurturing Skills curricula, a SAMHSA validated evidence-based program, for a year long series of parent events. Parents will choose from over 80 topics available in multiple languages to design a program that addresses their specific needs and interests. Once chosen, a licensed social worker will lead sessions for both adults and students (as appropriate) designed to increase awareness, knowledge and skills in five areas:

- Age-appropriate expectations
- Empathy, bonding and attachment
- Nonviolent nurturing discipline
- Self-awareness and self-worth
- Empowerment, autonomy, and healthy independence

In addition, the Parenting Center social worker will act as a resource to connect families to community resources for needs that are beyond the scope of after school programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For 40 years Clayton YES! has been the premier provider of after school programming in the Fort Worth area, with an emphasis on research-based programs and curricula that meet the diverse needs of children and their families. As with our Cycle 7 programs, activities will be aligned to best practices for assisting students with improving academic achievement, following the research-based activity and planning recommendations in the ACE PRIME Blueprint, and relying on research related to specific programs. Clayton YES! staff have served as nation-wide trainers and certifiers for quality after school programming, and ensure that best practices are followed in planning and implementing programs at all centers. All site coordinators work with supervisory staff, academic liaisons at the school, students and parents to construct activities that will be attractive to students, meet the goals and objectives of the program, and align to best practices. Clayton YES! staff input data from activities on a daily basis, and compare attendance and participation data with achievement data from individual students, and the school overall. Activities are adjusted based on needs as defined by the school and the Clayton YES! evaluation.

In a 2005 study, SEDL and the U.S. Department of Education identified five key research-based elements of after school programs which improve academic performance and postsecondary success, and each of these are key elements in the Clayton YES! program activities, which are very closely aligned to the TEA Critical Success Factors:

1. A broad array of enrichment opportunities to spark student interest and expand their goals.
2. Opportunities for skill building and mastery through specialized programs that allow practicing new skills in anticipation of exhibiting them to their families and communities.
3. Intentional relationship-building between the after school provider, the school, students and families through orientation, training and establishment of participant norms set a positive tone for improvement and participation.
4. A strong, experienced leader with trained staff increased community connections and improved programming
5. A positive relationship between the CBO and the school allows for daily flexibility with administrative support.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clayton YES! will recruit volunteers from a variety of sources, including: past board members; local churches; retired teachers; grandparents of students at the school; the Retired and Senior Volunteer Program; and local Senior Citizen Centers. Informational flyers will be prepared and hand-delivered to relevant locations in each community served, and personal contacts will be made with senior groups whenever possible. Clayton YES! will continue to partner with the City Of Fort Worth Parks and Recreation department to identify potential volunteers who are active in their programs. Seniors will be encouraged to help with any programs that match their skills and interests, from reading with students, to assisting with classes such as chess club, gardening, arts and crafts, or cooking. Fort Worth has a large number of retired engineers who have been helpful with STEM Robotics programs, and contacts will be made with groups who have participated in past programs. The Family Engagement Specialist will encourage family members to spend time at the centers working with students or helping with office tasks.

All volunteers who register with the program for continuing projects are interviewed, have background checks conducted by FWISD, and are trained and placed in volunteer positions in much the same way as paid staff. Volunteers are invited to attend the many training sessions provided by Clayton YES! for center staff, and are encouraged to view their volunteer positions as serious commitments that make a difference in the lives of the children they work with. Volunteers are given schedules and specific assignments, and are supervised by the Site Coordinator in much the same way as all staff. Volunteers are encouraged to provide feedback to staff on the program and on student needs, and are included in project evaluations through focus groups and/or surveys.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Clayton YES! currently provides a combination of free, full fee and sliding scale fee programs at 74 campuses in the Tarrant County area. While many of the families at the 10 campuses in this project application cannot afford to pay for after school services, Clayton YES! is committed to seeking funding, along with FWISD and FWAS, to continue affordable or free services at the school after grant funding ends. Relationships that Clayton YES! has developed with local foundations and support groups such as Junior League, Chambers of Commerce and Rotary Clubs will be kept aware of services provided and the value of the programs at the school, and will be encouraged to visit the schools and see the programs in action. Community stakeholder information plans are key to creating investment in the value and long-term success of the program, and as a non-profit organization that has strong community support, Clayton YES! is very cognizant of the need for continuing communication and coordination efforts.

The City of Fort Worth and FWISD, along with the non-profit community, have long been committed to providing quality after school programs in underserved Tarrant County neighborhoods. In 1995, the citizens of Fort Worth voted to establish a Crime Control and Prevention District (CCPD), and the District has been renewed by voters in 2000, 2005, 2009, and 2014 for subsequent five-year periods. A substantial portion of the funds generated by the half-cent sales tax in the District - over one million dollars annually – is set aside for after school programming managed by Fort Worth After School, a department within FWISD. These CCPD funds are matched by FWISD and supplemented by additional grants awarded to community organizations such as Clayton YES! to sustain and create programs across the district. The Clayton Cycle 9 Community Advisory Board, made up of community members, parents, Clayton YES! Board members and staff, and school professionals will meet regularly to generate ideas and options for a detailed long-term written funding plan to be developed and fully implemented over the next 3 years. Recognizing the high levels of poverty in the school communities in this grant, outside funding will continue to be necessary to provide the level of services that can result in long-term academic achievement gains for these students, and planning for the future will be a part of the overall operational plans for the centers. Coordination and communication with the CCPD and FWISD will be critical in sustaining these after school programs.

Timeline for Sustainability Plan Development:

Summer/Fall, 2016 – Community Advisory Board (CAB) begins to meet, sets goals and reaches out to the Crime Control and Prevention District Advisory Board (CCPD) to coordinate activities and planning.

Fall/Winter 2016/2017 – CAB and the Clayton YES! Board of Directors begin to invite potential funders and influencers from the community to visit sites and meet with families and campus personnel to learn about the importance of quality after school programming and its impact on student success. Coordination continues with the CCPD.

Winter/Spring 2017 – Student and family successes are highlighted in newsletters and the annual evaluation report which is shared with stakeholders and future funders.

Summer/Fall 2017 – CAB will continue to meet and work to increase interest and support of after school programs. A grant calendar and development plan will be created for funding available in the 2019/2020 academic year. Coordination will continue with CCPD and FWISD/FWAS.

Fall/Winter/Spring 2018 - Student and family successes are highlighted in newsletters and the annual evaluation report which is shared with stakeholders and future funders.

2018/2019 – grant applications are submitted as per the development plan and continuation of programs at Cycle 9 schools is planned with input from FWAS, CCPD, community leaders and partners.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grantee will ensure that the community stakeholders contribute to the following three areas:

- Creating program awareness
- Evaluating program effectiveness
- Sustainability

Creating program awareness is a key responsibility of the 21st CCLC Planning Team at each campus. The more community members are aware of the project, the greater the input they will provide, and the greater opportunities for growth, support and improvement of the project. Stakeholders will be provided with information flyers, regular newsletters, and reports in planning meetings, so that they are able to speak knowledgeably about the project with their peers. This is particularly important with campus stakeholders to ensure that teachers understand and are supportive of the program with their students and family contacts, and with the community as the project moves toward self-sufficiency in the future.

Evaluating program effectiveness is a continuous process of input, review and adjustment based on knowledge gained from data. Community stakeholders are familiar with the need for data review due to the emphasis placed on this by the schools during the last few years. This data sharing with stakeholders through the campus planning teams allows shared responsibility for providing feedback, reviewing and analysis of results, and assisting with project adjustments to create more effective programs. Stakeholders who are aware of project status are more inclined to assist with ensuring effective implementation. Overall program effectiveness data and feedback will also be shared with the Community Advisory Council (CAC) to inform sustainability plans and planning around program development.

Sustainability of the project is an essential part of the program plans from the very beginning and will be a priority for the CAC. As currently envisioned, the CAC will be established with a core group of Clayton YES! board members, campus representatives and select partners such as Fort Worth After School/FWISD and The Parenting Center. It is anticipated that, as the campus centers are established, parent representatives will join the CAC as representatives of the campus communities most affected by the limited term of the grant and the need for a sustainability plan. Sustainability planning has already been discussed with the Clayton Yes! Board of Directors and their commitment to continuing after school programs at the chosen schools was critical to the decision to submit this application. Partners are also aware of the need to establish a sustainability plan and are committed to exploring alternative funding streams that will allow them to continue to serve the students and families of the 10 campuses included in this application.

By nature, a sustainability plan is a living document that is updated and refined on a regular basis. It will be expected that the CAC will provide an initial plan in fall, 2016 which will be reviewed and updated regularly as we move through the grant term. Over our 40 years of providing after school programs to Tarrant County, Clayton YES! has developed a wide variety of funding streams including local/state/federal grants, grants from private foundations, corporate sponsorships, subsidized and full-fee programs, and donor campaigns. Specific responsibilities will be assigned for ensuring sustainability for all stakeholder groups, including families, community members, campus staff members, and Clayton YES! board leadership.

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With 40 years of experience, Clayton YES! has a well-defined administrative structure for development and management of quality after school programs. Staff members are recruited who have knowledge of the community where they will be working, including experience coordinating efforts with a wide variety of community agencies, organizations and stakeholders. Priority is given to staff who are bilingual in the languages spoken in the community where they are working. All positions should demonstrate ability to communicate effectively with academic leadership, families and students. Specific qualifications are aligned to the sample job descriptions in the ACE Prime Blueprint. All management staff will have the ability to inspire and work with a wide variety of school and community staff and stakeholders to ensure that project goals are met within budget and according to the approved project plan.

Clayton YES! will manage this grant through its Grants Division, with responsibility for program activities and compliance led by the Director of Programs. The Director of Programs will supervise the Project Director (PD) and ensure coordination of grant activities across all administrative areas (budgets, payroll, hiring, purchasing, training, etc.) and offer additional support as needed to assure program success. The Director of Programs works closely with the CEO, CFO, Director of Development, Director of Administration, and the PD to ensure grant compliance.

The PD will manage all Site Coordinators and assure quality and all data reporting systems are being followed. The PD will work with evaluators and quality assessment/training contractors to conduct regular program observations and assess program quality and staff training needs. Regular monthly meetings with administration, school administration, site supervisor and the academic liaison will address all program needs and align with the campus educational improvement plan. The PD will supervise the 21st CCLC Administrative Assistant to ensure purchasing, payroll, attendance and other data and correspondence are processed in a timely manner and in accordance with grant rules.

Academic Liaisons (AL) will plan tutoring and homework assistance with input from the certified teachers providing tutoring and will work closely with the site coordinator regarding all programming. The AL will manage all school certified teachers including evaluating classes and lesson plans. In addition, the AL will act as a representative of the 21st CCLC program at campus staff meetings, district events, and with parents as needed.

Site Coordinators will oversee the daily operations and activities of the centers. The Site Coordinator is responsible for all staff and programming aspects of the program. Site Supervisors are responsible for ensuring that the Family Engagement Specialist has the support needed to implement the family and parent education component of the grant. Weekly meetings will be held to provide updates on the centers progression toward fulfilling the goals prescribed by TEA and proposed in the grant application. All data and the overall management of the program will be the responsibility of the Site Coordinator.

Clayton YES! is a leader in training opportunities for after school program staff, and frequently provides specialized training for other school-age program providers. Paid training days are included in the budget, and personnel are encouraged to provide feedback at regular staff meetings and share information on any available outside trainings. Project Directors and Site Coordinators review program activity plans and often observe in classrooms for implementation of strategies and techniques. Quality assessments will also be completed by external evaluators to identify gaps in training and make recommendations to address them. Additional training is provided to struggling staff, and if improvements are not made after mentoring and modeling techniques, reassignments or terminations are made to assure that services remain at an exemplary level.

Regular communication, in person, by phone and via email, is encouraged and facilitated by the Project Director, the Director of Programs, and Site Coordinators. Regular staff meetings are held where Site Coordinators can share best practices, gain insight into challenges at their center, and be supported by their peers.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 75-1485951			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1	Center Name: West Handley ES			
9 digit campus ID#	220905105	Distance to Fiscal Agent (Miles)	2.7	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2	Center Name: John T. White ES			
9 digit campus ID#	220905129	Distance to Fiscal Agent (Miles)	2.5	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			90	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 75-1485951			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3	Center Name: Harlean Beal ES			
9 digit campus ID#	220905130	Distance to Fiscal Agent (Miles)	11.9	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4	Center Name: Bonnie Brae ES			
9 digit campus ID#	220905225	Distance to Fiscal Agent (Miles)	6.5	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			90	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 75-1485951			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5	Center Name: Morningside ES			
9 digit campus ID#	220905147	Distance to Fiscal Agent (Miles)	7.6	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6	Center Name: Bill J. Elliott			
9 digit campus ID#	220905206	Distance to Fiscal Agent (Miles)	4.6	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			90	
Number of Adults (parent/ legal guardians only) to be served:			50	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 75-1485951			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name: Westcreek ES			
9 digit campus ID#	220905178	Distance to Fiscal Agent (Miles)	13.8	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name: A.M. Pate ES			
9 digit campus ID#	220905153	Distance to Fiscal Agent (Miles)	7.2	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name: Western Hills ES			
9 digit campus ID#	220905180	Distance to Fiscal Agent (Miles)	14.5	
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name: Clifford Davis ES			
9 digit campus ID#	220905222	Distance to Fiscal Agent (Miles)	11.2	
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Not Applicable			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus selected for this application is a designated Title 1, Part A, campus with high levels of economically disadvantaged families and, with the exception of one campus, extremely high numbers of ELL students. Clayton YES! staff will work with campus and FWISD administration to ensure that programs provided through 21st CCLC funding supplement and do not supplant required services.

Priority for inclusion in the 21st CCLC program will be given to students identified by campus personnel, including the principal and counselors, as most at risk for academic failure. Using the FWISD Early Warning System, each campus Academic Liaison will recommend students at highest risk for program inclusion. This system utilizes multiple data points, including grades, test scores, behavioral referrals, etc., to identify students for whom academic assistance and enrichment is critical to achieving graduation. Site Coordinators at each campus will be responsible for developing a coordinated plan to contact parents regarding the identified student's participation. This may include bi-lingual letters from Clayton or campus staff, phone calls, and/or personal outreach at school events. The enrollment process will include the requirement that parents and students sign a commitment for regular daily attendance in the program throughout the enrollment period. As research has shown that families who are actively involved with the program on a regular basis are more likely to ensure that their children attend school and the afterschool program regularly, parents will be encouraged to volunteer and participate in Clayton F.A.C.E. (Clayton Family Afterschool Community Education). Site coordinators will compare schoolday attendance with after school program attendance on a daily basis, and contact families to discuss reasons for absences.

A key element in obtaining regular attendance is the provision of programming that is attractive and interesting to students, and this is a priority for all Clayton YES! activities. Each campus has a Clayton YES! student leadership team that meets regularly to provide input to the Site Coordinator on type of activities to offer, issues that have arisen during the program, and to assist with promoting the program in the school and the community. Additionally, family support teams provide regular feedback on activities and experiences for both adult and student participants, and ensure parent-buy-in to the program.

Program buy-in from school staff is also an important element in regular attendance. Clayton YES! participates in each campus's Site Base Decision Making Team to ensure program alignment with the needs of the school. With the help of the Academic Liaison (a teacher or campus academic leader) the Site Coordinator maintains close contact with teachers of the students enrolled in the program, providing and receiving regular feedback on academic progress, attendance, and behavior. Teachers see the value of the program to student achievement, and work with Clayton YES! to encourage students and their families in regular attendance.

The Academic Liaison will be responsible for providing regular updates to project staff from the Early Warning System to identify students in need of extra attention in the areas of academics, attendance, discipline, or other personal or family at risk factors. In the event of additional slots becoming available in the program, priority will be given to students who show increasing risk factors in their profile or who are identified as facing challenges that could impact their academic success and result in failure to be promoted to the next grade level or graduate ready for either post-secondary education or the workforce.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic year programming will be provided 3 hours daily (3:00-6:00), 5 days/week, Monday through Friday for the fall and spring term, providing a minimum of 15 hours/week of programming for students. The schedule includes a snack and three activity sessions, which allows students to have tutoring sessions and homework help, yet still have time for enrichment activities. Additional evening hours of programming for families will be provided based on the needs defined by the school and community and the availability of community partners. Family programs for all centers are scheduled a minimum of once per month for all families, with additional opportunities for adult education classes and parenting support programs as needed by individual campuses.

Summer programming will be provided at each campus for 4 hours/day, 5 days/week, for 2 weeks in August and 4 weeks in June. Summer programming hours will be morning or afternoon, depending on the need of the individual school. If the school is a site for summer school, the 21st Century summer program will be in the afternoon, but if not, times will be set by the needs of the school.

<i>Program Schedule</i>	<i># weeks</i>	<i># days</i>
15 hour weeks - Fall	14	70
12 hour weeks - Fall *	3	12
15 hour weeks - Spring	16	80
12 hour weeks - Spring *	4	16
20 hour weeks - Summer	6	30
Program Totals	43	208

* these 4 day weeks are supplemental to required program weeks on Schedule 21

Please Note: Clayton YES! intends to operate after school programming every day that school is in session and has budgeted accordingly. Weeks with school holidays, which only allow after school programming 4 days/week, are not included in the total number of weeks on Schedule 21 but are included in the chart above for reference.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attendance is taken at the start of programming each day and absences are verified with school personnel or family members as needed. All families are required to sign out students when they are picked up at the school, and if transportation is different from the standard for the student (such as walking instead of parent pick-up), advance parental permission is required. Transportation may be provided by Fort Worth ISD school buses, family transportation, or walking. School personnel assist with determining how much bus transportation is needed, and families complete registration forms that confirm the type of transportation each student will use to go home after the program. In case of dangerous weather that prohibits students from walking, students are kept safely inside and parents are contacted to make alternative arrangements.

If parent signs the release form for their child to walk home instead of parent pick-up, students will be walked to the corner, checked off and released. Program staff monitors the immediate area for potential threats and, if a safety concern is present (such as suspicious persons), will make alternate pick up arrangements with parents.

All campuses have walkie-talkies for communication between program staff. All schools are required to perform a fire drill on a monthly basis and document. A tornado, lockdown and emergency evacuation plan will be posted and all staff will be trained in the procedures for their individual school.

If deemed necessary by program and campus personnel, a Campus Monitor will be hired to monitor the safety of the students in the afterschool program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The student population at each of the schools included in this application lags significantly behind the state average in STAAR scores and post secondary readiness (2014/15 TAPR data). A thorough review of 3rd, 4th and 5th grade test scores at these campuses indicate a high need for targeted academic assistance that will get these students on course for graduation and success after high school. As a longtime partner with FWISD and Fort Worth After School, Clayton YES! has substantial experience in providing creative, hands-on enrichment activities for students that are closely aligned with school day instruction and TEKS.

After school learning in a Clayton YES! program provides an opportunity for students to experience the topics and lessons of the school day in a more hands-on, exploratory way. The nationally recognized, evidence-based curricula Clayton YES! uses in our after school programs have been chosen for their hands-on, interactive approach that reinforces school day learning while encouraging students to explore topics in a variety of ways and discover the many ways school day lessons connect to daily life and future careers. Each activity is planned in consultation with campus staff (Academic Liaison, Principal, teachers) to expand upon and support multiple learning objectives whenever possible. For example, a cooking class intentionally incorporates planning and reading skills as students gather ingredients, read the recipes and create a plan of action. Measuring ingredients and scaling recipes up or down teaches practical math skills. Health and nutrition lessons are reinforced as students learn about healthy menu planning and explore new foods by cooking and eating them. In the same program, another group of students will be improving their literacy, computer, and project planning skills through the creation of a monthly newsletter that celebrates student successes – possibly including photos of the cooking class - and invites the community to upcoming events on the campus. With a wide variety of highly skilled community providers, Clayton YES! after school programs can offer almost anything - highly interactive STEM activities, fine arts exploration, college and career readiness activities – that will provide students with opportunities to practice meaningful skills and support their academic success.

In addition to group activities, more targeted academic assistance will often be necessary to help students meet achievement goals. High levels of economically disadvantaged students (69.6-93.5%) and large numbers of English language learners (up to 58.8%) create an environment where student and family needs are diverse and highly individualized. Research has shown that providing certified teachers for tutoring can increase student success and mastery of the TEKS so each Clayton YES! 21st CCLC site will have two certified teachers leading tutoring and enrichment activities 3 hours per day, 5 days per week. For many of the younger students reading and literacy skills are weak and, if not addressed, will have a negative impact on their future learning. Older students often need additional help in math and science. Strategic tutoring will be based on students needs as identified from information gathered from test results, grades, and a Pre-Test administered to all students upon entry into the program. An individualized study plan will be developed for each child and each student's progress will be monitored from reports generated by a tool such as the Brainchild Learning Tools System, a Standard-based Assessment and Instruction program, with research based results.

Regular program quality assessments will be performed by an outside evaluator to identify growth opportunities that could improve student involvement, TEKS alignment, and overall program effectiveness. Targeted training will be offered that will ensure that program gaps are addressed quickly and effectively. Clayton YES! is committed to ensuring that each after school program is addressing the needs of the students, their families and communities, and demonstrating constant improvement both in student outcomes and program quality.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As indicated in the needs assessment, students at the campuses chosen for this application face many challenges. The majority of families at these campuses are economically disadvantaged (69.6% – 93.5%). Nine of the campuses exceed the state average for students designated as English Language Learners (ELL) and at six of these campuses, ELL students exceed 35% of the student population (highest is 58.8%). Research tells us that both of these statistics indicate a population with a high risk of academic failure and/or failure to graduate.

Clayton YES! programs are designed to adapt academic and enrichment activities to the needs of at-risk students in ways that are positive, supportive, targeted and culturally respectful. Elements of this purposeful design include:

- Working with the principal, Academic Liaison, and designated school personnel to identify the students most at risk and working together to enroll them in the program
- Smaller ratios – Clayton programs are staffed at a 1:15 ratio. The site director is not included in this ratio which allows them flexibility to give direct student support when needed
- Hiring bi-lingual staff that is linguistically and culturally representative of the students/community being served whenever possible
- Including two teachers on staff for the full program day, every day, for targeted tutoring and small group instruction and to ensure enrichment activities are aligned to school day learning objectives
- Hiring an Academic Liaison at each campus to align curriculum, lesson plans and activities to campus objectives and to act as the after school program's representative at campus staff meetings
- Utilizing a variety of nationally recognized, research-based curricula
- Developing relationships with community leaders to gain information and community support
- Offering opportunities for meaningful parent engagement, which, in turn, offers feedback for program improvement
- Intentionally focusing on student's social and emotional development through use of the Weikert Model for Youth Development and the 40 Developmental Assets framework

In addition to individual and small group tutoring, enrichment activities will be offered by program staff and community providers in response to student interests and academic needs. Enrichment will include activities that are designed to encourage attendance and enrich learning. Examples include:

- Fine Arts – theatre production and performance, digital photography, music, painting, traditional dance, ceramics, poetry
- Health & Wellness – strength building, karate, cooking, yoga, dance
- STEM – robotics, computer programming, engineering (boat regatta, solar cars), hands-on science exploration, Math Magicians
- College & Career Readiness – career exploration (guest speakers, computer research), community career fairs
- Civics & History – history fair, guest speakers, family trees, world cultures fair

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-1485951

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The bi-lingual Family Engagement Specialist (FES) will play an important role in family outreach, needs assessment, event planning and communications. In coordinating family activities at each center, The FES will work with the Site Coordinator and Clayton YES! partners to ensure that interesting and responsive family engagement activities are offered each month at each center. The FES will focus their efforts around the four key strategies for family engagement success developed by the Harvard Family Research Project:

- **Supporting families** by assessing needs and addressing concerns and opportunities for growth with classes, workshops and connections to social services in partnership with the licensed social worker dedicated to cycle 9 families through our partnership with The Parenting Center.
- **Communicate and build relationships with families** by being present and involved in program events, welcoming family members and encouraging them to volunteer within the program, and ensuring that parents are invited to and feel welcome at program events.
- **Encourage a family friendly program** by acting as a leader in creating a welcoming and engaging program.
- **Build linkages** across individuals and organizations by working with The Parenting Center and other community organizations to build meaningful family engagement in the program, the school, and in the larger community. This includes modeling advocacy skills, facilitating adult literacy activities and classes in child development and positive parenting skills, training program staff in available services and ensuring this information is available to parents through a family resource center.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work closely with the Project Director, the Site Coordinator and the Academic Liaison at each campus to identify and prioritize students who are at risk for academic failure or who face developmental and/or behavioral challenges that place them at risk. The bi-lingual FES will play a vital role in designing and implementing family outreach strategies to increase the number of at risk students enrolled in and consistently attending the program. The FES will coordinate and plan family literacy and community events that will be interesting and culturally appropriate for each campus community. Parents will be encouraged to attend by staff at student pick up and through printed materials in both Spanish and English.

Additionally, the FES will work with Clayton's community partner, The Parenting Center, to run focus groups to identify the interests and needs of students and families at each campus. Working with a licensed social worker from The Parenting Center, the FES will ensure that parenting skills classes and family events are scheduled, resources obtained and that several different avenues are utilized to communicate those events to students and their families. The FES will also work closely with the licensed social worker from The Parenting Center to develop a family resource center for each campus that includes information and community resources targeted to the needs of the families of students in the program.

Successful programs and best practices will be shared across the campuses in the program to encourage broader participation at all sites.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement activities will be tailored to the unique needs of each of the campus communities being served. In assessing the needs of each campus community, school personnel and community service providers indicated that families, especially the Spanish speaking parents that are the majority in most of the schools in this application, do not have access to culturally respectful, bi-lingual classes or support groups that address the parenting challenges that they are facing. This led Clayton YES! to approach The Parenting Center, a recognized leader in parenting education and outreach, for assistance. The result is a partnership centered around family engagement and parenting education. In addition to the bi-lingual 21st CCLC Family Engagement Specialist, these 10 campuses will benefit from the services of a full-time, bi-lingual, licensed social worker from The Parenting Center. This social worker will facilitate focus groups with the parents of program participants early in the fall semester and lead them in a process to identify the parenting subjects 21st CCLC families are most interested in. The FES, social worker, site staff and parents will develop a site-specific parent engagement plan to include a combination of the following:

- A series of six to 8 classes customized for each campus and focusing on the needs identified by parents through their work with The Parenting Center. Every campus will offer these classes on-site and at times most convenient for the working families of the students. The classes will utilize the Nurturing Skills curriculum which emphasizes transformative parenting by building on existing strengths.
- Literacy activities such as family reading nights, encouraging parents to volunteer to share favorite books and/or read to students both in the after school program and during the school day, and integrating literacy activities in family engagement activities such as the World Fair.
- Performance opportunities where family members are invited to see what their children have been working on – theater performances, dance exhibitions, art shows, poetry slam contests, etc.
- Opportunities to develop stronger relationships and relax with their children and other families through various fun activities such as service learning projects, family game nights, math based scavenger hunts, and cooking or gathering display items for the World Fair.

Working together, the FES and the licensed social worker will also ensure that parents have access to community resources as needed. This will be done either by arranging for on-campus assistance (such as providing resume help, employment assistance and other educational assistance) or by leveraging services provided by community partners. To help families become more engaged with both their child's school and the community, the social worker will act as a case manager for families as needed by finding and connecting them to additional resources, maintaining contact and following up with families and helping them connect with more specialized service providers. Clayton YES! has a wide variety of community partners including organizations that help job seekers with interview skills and clothing, provide ESL classes, offer family and individual counseling, health and dental services, and organizations that offer legal services.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-1485951

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 75-1485951

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **15****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Mail-1 st cls.

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 75-1485951

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: # of students: # of teachers:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date Activity #1 end date
2	School name: # of students: # of teachers:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date Activity #2 end date
3	School name: # of students: # of teachers:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date Activity #3 end date
4	School name: # of students: # of teachers:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date Activity #4 end date
5	School name: # of students: # of teachers:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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